

U.S. Department of Education

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* **Cover Sheet**

Name of Principal Mr. David Peter Chapasko, Elementary Principal (Grades 3-5)

Name of Principal Ms. Lauren Jennings, Early Childhood Learning Center Principal (grades K-2)

Official School Name Dallas Christian School, Elementary Program

School Mailing Address 1515 Republic Parkway
Mesquite, TX 75150-6911

Tel. (972) 270-5495, ext. 251

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Website/URL www.dallaschristian.com

E-mail pchapasko@dallaschristian.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

(Principal's Signature) Date _____

Name of Superintendent Mr. David B. Vester, President

District Name N/A

Tel. (972) 270-5495, ext. 225

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Danny Looney, Chairperson

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
N/A Middle schools
N/A Junior high schools
N/A High schools
N/A Other (Briefly explain)

N/A TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. $\frac{14}{4}$ Number of years the ECLC principal has been in her position at this school.
 Number of years the Elementary principal has been in his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	56	46	102		7			
1	27	26	53		8			
2	16	23	39		9			
3	22	23	45		10			
4	30	18	48		11			
5	31	16	47		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								334

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>82</u> | % White |
| <u>8</u> | % Black or African American |
| <u>8</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 1.99 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	301
(5)	Subtotal in row (3) divided by total in row (4)	.0199
(6)	Amount in row (5) multiplied by 100	1.99

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %
0 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 19 %
62 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28*</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>34*</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

* 62 students are served at DCES.

- 25 students are pulled out of class 1 hour per day, 4 days per week in the S.C.H.O.L.A.R.S. – Alpha program.
- 34 students are pulled out of class, 45 minutes per day, 1 or 2 times per week for speech/language therapy.
- 3 students go to S.C.H.O.L.A.R.S. Lab after school for 1 hour per day, 4 days per week.

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>18</u>	<u>N/A</u>
Special resource teachers/specialists	<u>3</u>	<u>N/A</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>2</u>	<u>N/A</u>
Total number	<u>26</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 19-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.7	98.4	98.4	98.5	98.6
Daily teacher attendance	97.2	96.0	96.7	97.3	97.1
Teacher turnover rate	16.8	25.0	10	10	20
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

At Dallas Christian School success is measured through the accomplishments—whether big or small, personal or academic—of each one of its students. Striving daily to fulfill the school mission of providing “a quality education in a Christian environment,” each teacher believes it is his mission to help students grow spiritually, academically, physically, and socially to the fullest extent of their abilities.

As a college preparatory school, Dallas Christian School provides an excellent academic foundation in the elementary years that prepares students not only for middle school and high school, but ultimately for college. As a Blue Ribbon candidate, Dallas Christian Elementary School (DCES, grades K-5) offers a strong curriculum with programs such as Johnny Can Spell, Saxon Math, Alphabetic Phonics, and Daily Oral Language, which has in later years translated into successful students including numerous National Merit Scholarship finalists.

Specialized early childhood programs offer the ideal academic setting for children in the early stages of learning. In addition to the standard kindergarten program, DCES offers Smart Start and L.E.A.P., each designed for children with unique developmental needs. Smart Start is a half-day kindergarten program for older 4-year-olds and younger 5-year-olds that lack the maturity to excel in a full day kindergarten. L.E.A.P. (Learning and Education in an Accelerated Primary) is designed for students who have completed kindergarten but are not ready for the rigors of first grade.

DCES is dedicated to the challenge of preparing students academically while providing a nurturing Christian atmosphere. In keeping with this philosophy, we recognize that in order for some members of our school family to be successful, support services must be available. Under the direction of an Educational Diagnostician/Speech-Language Pathologist, Admissions and Academic Services was formed. This department is responsible for the admission, assessment and academic tracking of students. Within the umbrella of this department, a full-time licensed Speech/Language Pathologist and a Certified Academic Language Therapist provide support for S.C.H.O.L.A.R.S. (Students Can Have Organizational Learning and Reading Strategies) Lab. This service is available for students with learning differences and/or A.D.D. Several philanthropic foundations, as well as corporations and generous individuals have recognized the value of S.C.H.O.L.A.R.S. Lab, donating over \$60,000 for this program’s support and student scholarships.

Designing a comprehensive curriculum that encourages leadership, service, and academic excellence is of paramount importance to the DCES family of professionals. Leadership skills are taught and modeled in the classrooms with numerous opportunities for students to practice these skills. Daily, student-led chapel and special music and drama programs throughout the year allow students the opportunity to experience leadership roles. Community service projects such as visits to Scottish Rite, Adopt-a-Grandparent at the local Christian Care Center, and clothing and food drives for Medina Children’s Home enrich the learning experience, increase community awareness, and teach children the value of sacrificial living. Leadership skills are enhanced with daily Bible classes.

On-going communication—between teachers, parents, students, and administration—is imperative to any successful learning process. Weekly and daily updates regarding student assignments, grades, and upcoming events are provided for parents and students in paper form, on the internet, and through email.

Since 1957, DCES has been providing a quality education to children in the Dallas area. The sixty acre campus, located on a former college site, provides an environment optimal for learning. As an institution of academic excellence, DCES looks forward to continuing to share its resources with the children of Dallas, surrounding communities, and academic institutions across the nation.

PART IV, QUESTION 1

The Stanford Achievement Test (SAT) is administered to all Dallas Christian Elementary School students each year. This test mirrors skills that students experience in the classroom and use in everyday life. DCES uses the SAT to measure student proficiency in both reading and math. The reading portion of the test evaluates student mastery of important reading skills including vocabulary, context, multiple meanings, comprehension, and critical analysis. For the math portion, the SAT evaluates concepts and skills related to problem-solving and basic mathematical computations. Emphasis is placed on problem solving, computation, estimation, probability and geometry. DCES's average scores on both the reading and math subtests are consistently within the top ten percent of the national norm when compared to both public and private schools across the nation.

In an effort to use these assessment results to improve student performance, the SAT results are broken down into item analysis for each student. For example, the reading scores on an individual student's test are broken down into the specific element that is covered by a particular question. On the reading portion of any given test, questions #1-3 might assess the skill of a main idea, question #4 assess inference, #5 context clues, etc. The same information is gathered for the student in reference to his/her math scores (i.e. #1 assessing whole numbers, #2 working with decimals, etc.). These test results provide an objective measure of a student's academic performance. This, along with the classroom teacher's observations and concerns, can red flag a need for more in-depth examination into the student's particular strengths and weaknesses.

Dallas Christian is committed to a curriculum that challenges the strengths of our students and addresses their weaknesses. The SAT results in reading and math are used, along with teacher documentation, classroom and test performance, and parent input to design remediation, if necessary, for any student who is struggling academically. Our pull-out programs, such as S.C.H.O.L.A.R.S. Lab for students with attention deficit disorder and learning differences, S.C.H.O.L.A.R.S. – Alpha, for students with dyslexia, and speech/language therapy, help each student actualize his or her academic potential. Using this process, DCES is able to use the assessment results in reading and math to insure that no child is left behind.

Motivating students to excel and reach their potential is the goal of teachers and administrators as they plan the curriculum. Assessment results are carefully reviewed each year as the curriculum is evaluated and modified if necessary to meet the needs of the students. By scoring extremely well on the yearly nationally normed reference test, DCES students demonstrate that they master grade level content and beyond. DCES's excellent test scores are a direct result of effective teachers who have high expectations for their students. All teachers are state certified, and many of them hold post-graduate degrees in their fields.

The solid foundation of instruction in the elementary years also significantly affects performance of the students as they progress to middle school and high school. Middle school and high school yearly assessment results indicate that DCES students continue to perform at high levels. Duke University conducts a national talent search each year to identify 6th grade students who perform at the 95th percentile or higher in areas of reading, math, language, and science on nationally normed reference testing. In the past five years, over fifty percent of DCES students have qualified to participate in this program. In the 2002-2003 school year, 24 students participated in the Duke Talent Search. Three of these students' college entrance exam scores earned them recognition at the state level, and one of these students won national recognition.

PART IV, QUESTION 2

As a school of academic excellence, Dallas Christian Elementary School's high test scores are a direct result of assessment data analysis. DCES teachers examine each student's item analysis on math and reading assessment tests, such as the Stanford Achievement Test as well as other benchmark tests. Logging this data for each student and/or class allows the teachers to understand areas of strengths and to work to improve areas of weakness. This data is also used collectively by grade level and subject matter to: 1) monitor the progress of individual students prior to advancing to the next level; 2) adjust curriculum for the following year; 3) provide enhancement programs offered to DCES students in the summer months. Tutorials and/or special programs (S.C.H.O.L.A.R.S. – Alpha, S.C.H.O.L.A.R.S. Lab, speech/language therapy) are available for students needing more assistance in a given area. This individualized effort by each teacher at DCES results in successful classes and grades thus preparing them for the middle school and high school years.

PART IV, QUESTION 3

On-going communication—between teachers, parents, students, and administration—is imperative to DCES's successful learning process. Throughout the school year, student performance is communicated to students and parents in various ways. In K-2nd grades, parent-teacher conferences are held four times per year, usually twice each semester. Weekly folders to parents (K-5) contain the child's work from the previous week, a behavioral report, notes of any special projects or events, and weekly and/or monthly calendars. Grades 3-5 hold parent-teacher conferences at least twice a year and provide quarterly report cards. Students and parents in grades 1-5 have continuous access to student grades via the internet. DCES's RenWeb program allows teachers to post all grades in their electronic grade book with password access given to individual parents and students for viewing grades. Grades are entered daily providing almost immediate knowledge of student academic performance. In addition to RenWeb, all DCES teachers have email to communicate with DCES families about special events, upcoming assignments, and miscellaneous calendar items.

Assessment data is shared with parents and students as soon as it is received. Parents are sent an official copy of their child's test scores through the mail. Along with the scores, an information sheet is provided to assist parents with interpretation of the scores. National averages are included to use as a comparison. Later in the semester, the entire DCES community (including students, parents, grandparents, faculty, staff, administration, board members, and DCES alumni) receives the collective DCES assessment data printed within the *Review* publication with an explanation of how DCES ranked compared to other students of the same ages nationwide. This information is then posted on the DCES website and used in various publications as advertising. A school profile which includes student assessment data is updated and made available to prospective families, other academic institutions, and the community.

PART IV, QUESTION 4

Dallas Christian Elementary School is viewed as an institution of academic excellence throughout the community and among other private schools. Last year alone, approximately six private schools from the state of Texas visited DCES to learn more about S.C.H.O.L.A.R.S. Lab. The Director of Academic Services spent many hours with a private school in Ft. Worth, helping them develop their own program for students with special learning needs. The director also spent time with the administrators of a school in Tennessee with a similar program, sharing ideas and successes. As a means to help private schools meet the responsibility of providing an excellent education to students with learning needs, DCES presented the S.C.H.O.L.A.R.S. Lab program at the National Christian Schools Association convention. DCES has been successful in the acquisition of grants and private funding so that S.C.H.O.L.A.R.S. Lab will be available to all who need it, regardless of a child's financial situation. DCES is open to sharing these strategies with peers in both public and private school settings.

In the past year, two different groups in the area desiring to start a private early childhood program met with DCES administrators and teachers in an effort to model their program after DCES's. Our staff gladly welcomes inquiries from other schools, inviting their representatives to spend the day, meet with administrators, observe in the classroom, and visit with teachers. The curriculum, which is updated yearly, is available on compact disc and shared upon request. DCES has an excellent web site, which is continually updated to provide current information about the school, with links to areas of interest to those who visit the web site.

PART V, QUESTION 1

Dallas Christian Elementary School's curriculum covers and enhances the Texas state curriculum Texas Essential Knowledge and Skills (TEKS). The objectives taught in all areas are documented on the teachers' lesson plans to correlate with TEKS.

The math curriculum is specifically designed to sequentially introduce new skills with a daily review of previously learned skill through drills, hands-on activities and homework. The high test scores prove our students are mastering at and above state and national standards.

The reading curriculum establishes a strong foundation in phonics by providing a proven sequence for teaching children how to decode. Teachers use multiple exposures of critical skills and strategies to meet diverse needs and individual learning styles. The reading program is enhanced through enrichment such as computer lab, the Accelerated Reading program, and other activities.

The language/writing curriculum begins with building a strong understanding of the English language. Students learn the meaning, origin and spelling of words in preparation for reading and writing. The language/writing curriculum is integrated with the reading program to enhance the learning of language skills. Daily Oral Language, Wordly Wise, multiple phonics programs, and numerous writing activities all reinforce and enhance the mastery and use of the English language.

The science and social studies curriculum follow the state requirements. The curriculum is augmented through activities that promote critical thinking skills and reinforce math, reading and writing curriculum.

Through the Bible curriculum, covering biblical teaching of the Old and New Testaments, students learn to teach and serve others and to make good choices. The Bible curriculum extends to daily chapel and service projects throughout the year.

Fine arts are an integral part of the curriculum. Students are engaged weekly in grade level art projects, often relating to other curriculum areas. Music classes are offered to all students grade K-4. Grade 5 offers the unique opportunity to learn music theory in band or chorus. Special projects and music/drama programs throughout the elementary years build confidence while exposing children to the value of fine arts.

Physical education helps to round out the curriculum. Through daily P.E. classes and recess, students experience a variety of movement skills and learn the importance of a physically fit lifestyle. P.E. and recess also help the students to learn appropriate social interaction skills through individual, small group and team activities.

DCES is unique in the computerized approach to planning and evaluating the curriculum. DCES's Curriculum Coordinator developed a system that allows teachers to prepare detailed lesson plans on their computer. The information from the lesson plans then generates reports on scope and sequence, objectives that correlate with state curriculum, and teaching strategies used to teach the objectives.

The reports are then used to review the scope and sequence for all subject areas to facilitate vertical and horizontal planning. Because the curriculum is computerized, it is easy to read and share with others. DCES shared this unique system for curriculum assessment and planning at the National Christian School Association convention in Anaheim, California, in March, 2002.

PART V, QUESTION 2

In grades K-2, the Johnny Can Spell curriculum has played a significant role in the level of reading proficiency and understanding of the English language. Dallas Christian chose JCS because of its roots in phonology and morphology, which transfer into a strong foundation for reading and spelling. The program is easily integrated into every aspect of the curriculum. For the students in these grades who need a more prescriptive program, Alphabetic Phonics is the program of choice. Alphabetic Phonics is a structured, sequential, and multi-sensory program designed specifically for students with dyslexia or a related learning difference.

In grades 3-5, the reading curriculum chosen was the Scott Foresman basal series. Scott Foresman was chosen to reinforce concepts established in early childhood such as fluency, comprehension, critical thinking, vocabulary and spelling, listening, following directions, making inferences, and drawing conclusions. These skills are then integrated throughout all other curriculum areas.

Accelerated Reader is an excellent supplemental program used in grades 1-5 to sharpen reading skills. With over 3000 titles to choose from, this computerized program helps to encourage reading comprehension and to instill in children a love for reading. Students gain confidence as they earn points for the competition. Special recognition, both in the classroom and school-wide, is given to students as they progress to new levels. AR allows teachers to individualize requirements to accommodate different levels of ability ensuring that each child experiences success and reaches his potential.

PART V, QUESTION 3

Leadership development and service to others are essential in educating the whole child and preparing children for the future. As a part of Dallas Christian Elementary School's mission to help students grow spiritually, academically, physically, and socially, the *Biblical Choices for a New Generation* curriculum (Standard Publishing) was chosen. This program supports our endeavors to promote leadership and service values to our students. Through the Bible characters studied and modeled in these stories, our students are provided examples of service and leadership.

Parents and teachers then work collaboratively to provide multiple opportunities throughout the school year to contribute to the Dallas community. Teddy Bear Patrol through area law enforcement agencies benefits young accident victims. Students visit nursing homes and children's hospitals. Collections and distribution of food bank items, clothes, and school supplies are still other examples of service in action by our children.

This curriculum is further integrated into daily chapel services. Student-led programs and devotionals form the core of this time. Kindergarteners may experience leadership moments that subsequently grow into formative patterns. First through fifth graders' everyday practices of participating in writing, reading, and planning chapel programs develop life-long moral attributes that shape our country's future leaders.

PART V, QUESTION 4

Dallas Christian Elementary School offers two programs to bridge the gap between a child's chronological age and developmental readiness for school: Smart Start and L.E.A.P. (Learning and Education in an Accelerated Primary). Smart Start is a half-day kindergarten program for older 4-year-olds and younger 5-year-olds that lack the maturity to handle a full day program. Strong emphasis is placed in hands-on activities to enrich gross/fine motor skills, speech/language development, and social awareness. Concepts are introduced at a significantly slower pace. Spring assessment determines if appropriate placement for the next year is full day kindergarten or L.E.A.P. L.E.A.P., also called transitional first grade, is designed for students who have completed kindergarten but are not ready for first grade. Students begin with a fast-paced review of kindergarten and move into a slow-paced introduction of first grade concepts such as independent reading, reading fluency, and Saxon Math. The smaller student-teacher ratio and slower pace combine to provide an opportunity for review, reinforcement, and one-on-one assistance as needed, culminating in a confidence-building year.

DCES recognizes that in order for some students to be successful in meeting the demands of our academic program, support services must be available. Speech/language therapy is offered at all levels. DCES also offers the support service of S.C.H.O.L.A.R.S. Lab (grades 3-5) to assist students with learning differences and/or A.D.D. Students are taught to recognize and appreciate their strengths, and to use those strengths to overcome their weaknesses. Organizational, time-management, study, and reading strategies are addressed and monitored. Accountability is stressed with the goal being the development of an autonomous college-bound student. S.C.H.O.L.A.R.S. – Alpha (beginning with first grade) is a multi-sensory, prescriptive therapy for students with dyslexia and related disorders. Meeting daily with a Certified Academic Language Therapist who addresses reading, writing, and spelling using Alphabetic Phonics, each child moves at a comfortable pace, involving the auditory, visual, and kinesthetic pathways in the learning process. Accommodations and modifications, that are appropriate for each child and essential for academic success, are designed to allow “equal access” to the classroom curriculum.

PART V, QUESTION 5

Dallas Christian Elementary School's goal in implementing professional development (or in-service) is to help teachers relate to their specific area, enforce positive discipline, impact student achievement, and enhance classroom presentation skills. Teachers are empowered to choose the area they feel would be most beneficial in helping them make learning come alive for the student.

Each teacher is required to earn 12 hours per year of professional development, approved and monitored by the principal. Programs offered to the faculty this year include: 1) a workshop on connecting the curriculum using an integrated, interdisciplinary approach; 2) a customer care presentation, providing teachers with ideas to better serve parents and students; 3) a math workshop to assist in vertically aligning the curriculum to the Texas Essential Knowledge and Skills (TEKS) and enhancing a higher level of critical thinking skills; 4) a learning therapy work session. Yearly performance reviews by the principal provide accountability and encourage in-service materials and concepts to be integrated into the classroom.

Dallas Christian Elementary School also encourages earning advanced degrees in the teachers' major field. DCES is committed to financing further education by paying tuition to an accredited graduate school. This level of commitment helps ensure that teachers are on the cutting edge of their profession which directly affects student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): National Christian School Association (NCSA)
 (Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4,775</u>	<u>\$6,425</u>	<u>\$6,425</u>	<u>\$6,425</u>	<u>\$6,425</u>	<u>\$6,425</u>
K	1 st	2 nd	3 rd	4 th	5 th

- | | |
|---|---|
| 2. What is the educational cost per student?
(School budget divided by enrollment) | <u>ECLC - \$5,940.00</u>
<u>Elem. - \$6,713.00</u> |
| 3. What is the average financial aid per student? | <u>ECLC - \$1,853.85</u>
<u>Elem. - \$2,099.00</u> |
| 4. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? | <u>ECLC - 2%</u>
<u>Elem. - 3%</u> |
| 5. What percentage of the student body receives
scholarship assistance, including tuition reduction? | <u>ECLC - 7%</u>
<u>Elem. - 9%</u> |

PART VII

DALLAS CHRISTIAN ELEMENTARY SCHOOL

Stanford Achievement Test Series
Ninth Edition
Harcourt Educational Measurement

Scores are reported as percentiles.
No students were excluded from the test.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
Grade 5					
Reading	84	85	80	77	73
Mathematics	87	88	86	84	83
Number of students tested	47	52	74	50	57
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	82	87	86	83	80
Mathematics	83	90	89	90	89
Number of students tested	48	51	52	70	48
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 3					
Reading	82	87	86	82	85
Mathematics	85	93	94	91	89
Number of students tested	47	49	51	56	69
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	88	92	89	91	89
Mathematics	91	92	88	93	92
Number of students tested	43	49	58	57	58
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 1					
Reading	91	93	98	97	97
Mathematics	91	89	94	95	93
Number of students tested	51	49	52	60	45
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Stanford Early School Achievement Test
 Fourth Edition
 Harcourt Educational Measurement

Scores are reported as percentiles.
 No students were excluded from the test.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
Kindergarten					
Reading	82	90	88	96	96
Mathematics	76	88	84	96	94
Number of students tested	66	72	82	71	78
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0